Thoughts, Experiences, and Suggestions on Campus Resources by Student Survivors of Sexual Violence

Thesis

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Abstract

The purpose of the following study was to understand how women-identified students who experienced sexual violence interact with campus resources available at The Ohio State University. The aims were to identify the following: the level of knowledge of campus resources among survivors, resources utilized by survivors, experiences using said resources, gaps perceived in campus resources, and recommendations for improvement. Using an exploratory cross-sectional design, 19 participants provided demographic information and qualitative data on their thoughts, experiences, and suggestions on campus resources. In-person interviews were used to elicit qualitative information that was used in an inductive themed coding process.

The results of the study indicate that 1) participants have little to no knowledge of Title IX, and 2) they are familiar with Counseling and Consultation Services (CCS). Participants used a variety of resources, but overwhelmingly 3) used CCS, while 4) Title IX services were rarely used. It was found that 5) mental health services from CCS were viewed as positive and/or helpful for participants, although 6) a theme related to waiting emerged in the data (i.e., being put on a waitlist to receive services). Participants recommended 7) expanded mental health services and 8) an increased awareness of available resources. Additionally, contextual data related to their experiences provided insight into what situations and environments are creating the opportunity for sexual violence to occur. The study has implications for further research into the quality of university support services for survivors as well as measuring the effectiveness of applied interventions to increase awareness of available resources.

Dedication

This study is dedicated to all survivors of sexual violence. Thank you to those who choose to speak your truth and share your story with others so that we may all learn, heal, and grow together.

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Chapter 1: Statement of Research Topic

In this chapter, the author will discuss gender-based violence in the postsecondary learning environment and resources available to students. Since women have been allowed to earn degrees alongside men in higher education institutions, they have had to contend with the consequences of gender-based violence in the postsecondary learning environment. Statistics vary widely depending on study design and sample characteristics, but it is generally accepted that sexual violence is a prevalent problem on college campuses today. Sabina and Ho (2014) support the idea that young adults experience increased rates of sexual assault and dating violence. There is evidence to suggest that college-age women, or women age 18-24, experience sexual violence at higher rates than women of other ages (Zinzow & Thompson, 2011). Data also suggests that reporting and service utilization are low among college populations, including a 2005 study by Nasta *et al*. which showed around 22% of undergraduate women survivors utilized campus resources. Sabina and Ho (2014) found that on-campus services were used much less to complete formal disclosure than off-campus services.

The U.S. Department of Education (2020) reports that the Office for Civil Rights (OCR) implemented Title IX in 1972 to protect individuals "from discrimination based on sex in education programs or activities that receive Federal financial assistance" (U.S. Department of Education, 2020). Title IX is a resource available to students at all higher education institutions who receive federal funding. The OCR works alongside colleges and universities to ensure compliance with title mandates. At The Ohio State University, Title IX coordination occurs in the Office of Institutional Equity (OIE). OIE focuses on sex and gender-based misconduct response and prevention (Ohio State University, n.d.). It provides both non-anonymous and anonymous reporting opportunities, referrals to resources on campus and in the surrounding

community, and other accommodations such as protective orders. It also works with other university entities to investigate and adjudicate reports of sexual misconduct (Ohio State University, n.d.). Title IX may play an integral role in supporting survivors at colleges and universities. Other services typically available at universities include but are certainly not limited to campus police, health services, individual and group counseling/therapy services, victim assistance and advocacy services, educational programs, women's resource centers, and academic accommodations. A survivor may choose to use none, one, or more than one of these resources based on complex sociocultural factors.

Knowing that women are experiencing sexual violence at schools and are not often reporting to campus officials or seeking out campus resources, they may not be receiving adequate support from their universities. The goal of the following study is to understand how student survivors are interacting with campus resources. The aims were to identify the following: (1) the level of knowledge of campus resources among survivors, (2) resources utilized by survivors, (3) experiences using said resources, and (4) gaps perceived in campus resources and their recommendations for improvement. The study also served as a case analysis of the contexts under which sexual violence occurs on and around college campuses.

The study may inform stakeholders at higher education institutions on the knowledge, opinions, and experiences of survivors of sexual violence on their campus. Examples of such stakeholders are university presidents, boards of regents, administrative officials, and other decision-makers who can affect change in policy, procedure, and organizational structure within universities and colleges. Other possible stakeholders are current and future students who seek better support from their higher education institutions, and other activists working to hold institutions accountable. Decision-makers may be informed on how service utilization impacts

survivors' ability to cope and how they can improve knowledge, availability, and quality of services, comprehensiveness of policy, and feelings of support among the students. Survivors and activists may be empowered to use the results to demand formulation of additional research into the specific knowledge, opinions, and experiences of survivors at other institutions or to demand action from institutions. In this chapter, gender-based violence in the postsecondary learning environment and resources available to students were discussed.

Chapter 2: Literature Review

In this chapter, the author will discuss the prevalence of sexual violence, the context of sexual violence at higher education institutions, rates of reporting and service utilization among college students, different types of studies on sexual violence, barriers to reporting and service seeking and recommendations for increasing reporting and support. This chapter will also discuss the theoretical framework underpinning the study.

Sexual assault, including rape and harassment, is a rampant problem among all populations in the United States. Sexual assault is defined by Muehlenhard, Peterson, Humphreys and Jozkowski (2017) as “sexual penetration and [non-penetrative sexual contacts] obtained by force or incapacitation” (p. 551). While this definition defines assault as including threats of force and physical coercion, it omits verbal coercion, which may exclude survivors from classifying their experiences as assault if they were pressured into a nonconsensual act. The principles of nonconsensual contact can refer to other forms of sexual violence. The Center for Disease Control defines several types of sexual violence (Smith *et al.*, 2018). These include "completed or attempted acts of forced penetration," "alcohol or drug-facilitated penetration," forced performance of penetration”, and "alcohol or drug-facilitated forced" performance of penetration, as well as coerced penetration, or any "unwanted sexual contact" or "noncontact sexual experience" (Smith *et al.*, 2018). An expansive definition of sexual violence should include all forms of unwanted sexual interactions experienced.

Higher Education Institutions

Colleges and universities may create a unique environment and set of circumstances that affect the prevalence and context of sexual violence. In a study by the Department of Justice (Reaves, 2015) of four-year college campuses, there was an average of three forcible sex

offenses known by campus law enforcement to have occurred in 2011. As expected, campuses with a lower number of enrolled students had fewer incidents and campuses with large numbers of enrolled students had more (Reaves, 2015). This number is most likely inaccurate, as many incidences of sexual violence go unreported. Sexual violence stands as one of the most underreported violent crimes to law enforcement (Orchowski, Meyer, & Gidycz, 2009). Research conducted on college populations shows an even lower level of reporting than that among the general population, with an overall majority of sexual assaults going unreported to any officials, including police or campus authorities (Krivoshey, Adkins, Hayes, Nemeth, & Klein, 2013; Orchowski *et al.*, 2009; Zinzow & Thompson, 2011).

All groups of students experience sexual violence but women and those who are transgender, genderqueer, gender non-conforming, or questioning their gender identity experience sexual violence at higher rates than men (Cantor *et al.*, 2017; Sinozich & Langdon, 2014). There is conflicting evidence on rates of sexual assault among women age 18-24. Thompson and Kingree (2010) state that women enrolled in college experience sexual assault at higher rates than women of the same age in the general population. Contrarily, Sinozich and Langdon (2014) found that rates were higher among non-students in the age range of 18-24. They still found that women age 18-24, no matter their status as a student, are at high risk of experiencing sexual assault (Sinozich & Langdon, 2014). Cantor *et al.* (2017) state in their data that Asian American students as a racial or ethnic group are the least likely to report being a victim of sexual violence. Additional evidence shows no significant differences in prevalence among racial or ethnic groups within institutions (Krebs, Lindquist, Warner, Fisher, & Martin, 2007). Muehlenhard *et al.* (2017) report that women enrolled at Historically Black Colleges and

Universities (HBCUs) had a lower rate of experiencing sexual violence while enrolled (one in seven) than students enrolled in Predominately White Institutions (PWIs), which is one in five.

Sexual violence against women has always been a concerning social issue and persists within and outside of college environments. Prevalence on college campuses varies widely in studies depending on the methodology, sampling, and the working definition of sexual violence that is used to define included experiences. Understanding the scope and magnitude of the issue is one aspect of understanding the pervasiveness of sexual violence. To understand the specific experiences of woman-identified students, only data relevant to this group is included here. One recent, extensive Campus Climate Survey (Cantor *et al.,* 2017) from the Association of American Universities surveyed 150,072 students on unwanted sexual touching and sexual penetration related to; force, incapacitation, coercion, and absence of affirmative consent. Of the 56,420 undergraduate females surveyed, 25.3% enrolled at private institutions had experienced nonconsensual sexual contact by force or incapacitation while in college, compared to 22.8% enrolled at public institutions. Approximately 10.8% of undergraduate females reported experiencing forced or incapacitated penetration (Cantor *et al.*, 2017).

Differences in Sexual Violence Definition and Study Design

Researchers have consistently shown sexual violence is an issue among college students, but widely varying data exists on the prevalence of sexual violence on and around college campuses. Several studies and systematic reviews illustrate how data could differ. Differences in the definition of sexual violence or assault used in individual studies could account for a wide range of statistical outcomes. For example, in a review of relevant quantitative studies on the prevalence of sexual assault among college-age people, Muehlenhard *et al.* (2017) define sexual assault as nonconsensual penetration or sexual contact through force or incapacitation. The

somewhat narrow definition of sexual violence, or in this case, sexual assault, limits the findings of the review (Muehlenhard *et al.*, 2017). In contrast, the review performed by Fedina, Holmes, and Backes (2016) covers completed and attempted forced penetration, incapacitated penetration, coercion, and any unwanted sexual contact, causing the definition of sexual violence to be more expansive and inclusive. The survey by Cantor *et al.*, (2017) includes sexual touching or penetration through force or threat of force, incapacitation, nonphysical coercion, or lack of affirmative consent. This definition stands as one of the most expansive included in the reviews and individual studies present in the current literature.

Methods and study designs used to measure prevalence may impact the outcomes of the quantitative data. Study methodologies may also impact the definition of sexual violence. The sample sizes in the review performed by Muehlenhard *et al.* (2017) range from 3,951 to 56,420 undergraduate women. The U.S. Department of Justice reports on acts of sexual violence that rise to the level of criminal behavior (Sinozich & Langton, 2014) while other studies such as those included in Fedina *et al.* (2016) review include all acts of sexual violence, not just those immediately considered punishable by law. Another important aspect of the included studies is the formation and function of the questions asked to participants. Behaviorally-specific questions allow the participant to categorize their experience within predetermined categories of sexual violence rather than leaving them to define their experience within the confines of their knowledge about the topic (Perkins & Warner, 2017; Muehlenhard *et al.*, 2017; Fedina *et al.*, 2016). Individual questions about specific nonconsensual sexual experiences allow for better organization of data as well as increases the likelihood that participants will include all relevant experiences that fall within the definition of sexual assault or sexual violence (Fedina *et al.*, 2016).

Barriers to Reporting and Accessing Resources

There exists a multitude of reasons why a survivor of sexual violence does not disclose or report their experience. Cantor *et al.* (2017) state in their data that a small percentage, approximated to be less than 28%, of incidents are reported to any "organization or agency" (p. iv). Commonly mentioned barriers include embarrassment; fear of not being believed; fear of negative reactions from others; fear of having their confidentiality breached; shame or guilt about their role in the experience; lack of acknowledgment of their experience as sexual assault; minimization of the experience as not serious enough to report; lack of knowledge of available resources; the use of alcohol or drugs during the experience; not wanting to be in contact with law enforcement; and the perpetrator being known to the survivor—such as a friend or partner (Sabina & Ho, 2014; Orchowski *et al.*, 2009; Zinzow & Thompson, 2013). For racial and ethnic minority students and international students, communication barriers, cultural mismatch, and negative stereotypes may be additional deterrents for reporting and seeking services (Brubaker, Keegan, Guadalupe-Diaz, & Beasley, 2017). According to Nasta *et al.* (2005), among the participants who reported no experiences with sexual violence the most commonly hypothesized barriers to service utilization were "confidentiality", "fear", and "embarrassment or guilt" (p. 93).

In most cases, the perpetrator of sexual violence against women enrolled at a college or university is known by the victim in some capacity (Krebs *et al.*, 2007), whether they were an acquaintance or significant other. This has implications for how sexual violence is addressed and reacted to among college populations. In a recent study by McMahon and Stapleton (2018), it was found that undergraduate students had "limited awareness" of campus resources. McMahon and Stapleton (2018) found that students' "awareness of campus resources and confidence in

where to go to seek assistance on campus" (p. 115) was greatly impacted by their level of self-reported exposure to such messages in the campus setting. McMahon and Stapleton (2018) stressed the need for more research to be done to understand how exposure to information, and in what forms, impacts students' awareness of how to, and confidence in, takings steps to seek assistance. The different types of barriers and the situations that cause them can give insight into why sexual violence among college populations is so rampant, why reporting is continuously low, and why survivors do or do not access resources.

In a review of studies on service utilization among undergraduate women who experienced dating violence or sexual assault, Sabina and Ho (2014) found that mental and physical health services were the most commonly utilized services. In their study of incidence rates of sexual assault and dating violence and service knowledge and utilization among undergraduate women, Nasta *et al.* (2005) state that 38% of their sample (n=234) reported experiencing one or more incidents of sexual violence, and only 20% of that group used campus services (Nasta et al., 2005).

Proposed Solutions to Increase Support and Reporting

Policies and federal guidelines such as Title IX and the Jeanne Clery Act require higher education institutions to work towards preventing sexual violence as well as to provide an adequate response to the occurrence of sexual violence through investigation and access to safety, legal, and support services (Streng & Kamimura, 2015). Federal efforts have been made to create more inclusive sexual assault policies, such as the *Not Alone* report released in 2014 by the White House Task Force. It includes a list of criteria for a comprehensive policy; the scope of the policy; options for support following an experience with sexual violence; contact information for the Title IX coordinator; definitions for different types of sexual violence; prevention

programming; faculty and staff training; and procedures and protocols for reporting, investigation, and adjudication (Streng & Kamimura, 2015).

One significant attempt to increase reporting rates is the implementation of mandatory reporting. It intends to increase reporting of sexual violence through their Title IX office via designated mandatory reporters, such as staff and faculty within the university (Perkins & Warner, 2017). In theory, this would serve to support survivors by increasing the number of cases of sexual violence reported to the institution, investigated by authorities, and pursued in criminal court. The unintended consequences of such a policy may include certain negative impacts for survivors, specifically, loss of confidentiality and unwanted interactions with law enforcement and the criminal justice system. More research on the consequences of mandatory reporting on individual experiences is vital to discerning if it can be considered best practice.

Studies have cited several other recommendations on how to increase reporting of sexual assault and support for survivors at colleges and universities. Orchowski *et al*. (2009) state that, in their data, survivors say they are more likely to disclose the details of their experience on a survey that includes behaviorally-specific questions than to designated reporting agencies such as advocacy centers, crisis centers, and medical centers. This implies that colleges and universities may obtain more accurate characteristic information on the issue of sexual violence by using a data collection tool like the Sexual Experiences Survey rather than collecting data through standard reporting agencies. A study of 495 female student survivors, Eisenberg, Lust, Hannan, and Porta (2016) found a positive correlational relationship between levels of available resources and levels of emotional health. Their recommendations include increased availability of resources and catering resources towards the needs of survivors. Prolonged educational and prevention programming, increased and improved training for faculty and advocacy staff,

tailored outreach campaigns, and better availability of counseling and support services are also cited solutions to increase reporting (Orchowski *et al.*, 2009; Streng & Kamimura, 2015).

Theoretical framework

Person-in-environment theory

The experiences of sexual violence survivors exist within the context of their environment. In social work research and practice, the person-in-environment theory is often used as a framework for understanding the complex factors impacting a person's situation. Sin (2015) states that the person-in-environment theory makes the case for "reciprocity among personal and environmental factors" (p. 214). This means that an individual's perspectives, decisions, and actions are all impacted by not only personal characteristics, but also by characteristics of the environment (i.e., social, familial, economic, geographical, spiritual) in which they exist. A person's experiences and the meaning they assign to them are not fixed in an objective reality, but rather, they are subjective to the individual and influenced by the interaction between internal and external factors (Kondrat, 2015; Sin, 2015). There may be a multitude of factors a survivor considers in choosing to report an incident of sexual victimization or utilize campus resources. Using a person-in-environment perspective, the study provided a qualitative analysis of survivors' interactions with university resources as well as survivors' structured realities and resulting cognitions about the resources.

Rape script theory

Attitudes about sexual violence and what constitutes a violation of an individual's bodily autonomy has shifted over time. The way the broader society views and defines sexual violence influences the way those who experience it define their experience and how they deal with its ramifications afterward. Rape script theory dictates how people self-define sexual assault and

rape and how that affects their ability to perceive experiences as such (Zinzow & Thompson, 2011). A personal rape script narrowly defines what is considered a rape or sexual assault. Cleere and Lynn (2013) state that by viewing sexual encounters in a "positive relational context" (p. 2596), or that all sexual encounters are inherently positive and consensual, any experience that does not adhere to a normative, widely accepted definition of rape is not severe enough to be considered sexual assault or rape. This could mean a survivor will discount their experience if it does not include characteristics like the use of physical force, active resistance, or perpetration by a violent stranger (Cleere & Lynn, 2013).

If a survivor's experience is incongruent with their internalized rape script, they may be less inclined to acknowledge the event as even having occurred. Lower rates of acknowledgment may translate to fewer incidences disclosed to loved ones, reported to officials and law enforcement, and pursued with legal action. It may also translate to less utilization of available resources, such as victim advocacy and counseling. Rape scripts affect not only individuals, but also institutions. It may impact the way various campus entities respond to reports of sexual violence and how they tailor sexual violence prevention education and survivor support services. Rape scripts are but one factor impacting the individual and their environment, but they play an important role in shaping a survivor's thoughts and opinions about resources they interact within their environment.

In this chapter, the author discussed the prevalence of sexual violence; the context of sexual violence at higher education institutions; rates of reporting and service utilization among college students; different types of studies on sexual violence; barriers to reporting and service seeking; and recommendations for increasing reporting and support. Additionally, the theoretical framework of the study was discussed.

Chapter 3: Methodology

In this chapter, the author will discuss the study design, sampling, measurement and instrumentation, and the study process. The study's research questions will also be presented.

Study Design

Using a one-group cross-sectional design, insights into the experiences with sexual violence of women enrolled in college were collected. The benefits of a cross-sectional design include ease, cost-efficiency, and timeliness (Sedgewick, 2014). Cross-sectional designs may not be representative of the entire population due to small sample sizes (Sedgewick, 2014). Using interview techniques such as open-ended questioning, attending behavior, and exploration, it was anticipated that the study would provide insight into the nuanced experiences of women who experience sexual violence and who may or may not have used campus resources while pursuing higher education. Table 3a identifies the research questions that were developed from the aims of the study. Data was collected through a Qualtrics survey and an in-person interview. The primary purpose of the Qualtrics survey was to gather demographic information. The survey also included items to determine levels of agreement with a variety of questions to gather contextual information. The in-person interview was structured to provide answers to the questions in Table 3a.

Table 3a.

Research Questions

1)	What knowledge do survivors have of campus resources?
2)	What campus resources are survivors using?
3)	What are survivors' experiences like using campus resources?
4)	What gaps do survivors perceive in campus resources and what are their recommendations?

Survey

The two sections of the survey served to describe the sample and collect contextual information about their thoughts and experiences about campus resources and perceptions of support from the university. The first section, Part I: Demographics, consisted of eight items: age, race-ethnicity, sexual orientation, current living situation, current academic rank, in-state/out-of-state status, major, and number of years enrolled at the university. The items for age, sexual orientation, and major included a space for the participant to type their response. The remaining items were formatted to elicit an answer from a discrete number of answer choices. For example, participants reported their current academic rank by choosing from options that include ‘1st-year undergraduate', '4th-year undergraduate', and '2nd-year graduate'.

The second section of the survey, Part II: Knowledge, Opinions, and Experiences, consisted of 25 items. Its purpose was to gather information about the participant's knowledge of and interactions with several campus resources. To answer each item, the participant rated their level of agreement with the statement via a Likert scale of 1 to 5. Choosing a 5 indicates the participant strongly agreed with the statement, while choosing a 1 indicated strong disagreement. Neutrality was indicated by a 3. Items 1 through 22 pertained to feelings of support from the university, knowledge of campus resources, comfortability utilizing campus resources, and the quality of campus resources. Participants were prompted to identify their level of agreement with statements saying the resource was sufficient and they had a positive experience using the resource.

Title IX, Student Conduct, University police, and the former Sexual Civility and Empowerment Office (SCE) made up the physical campus resources that were inquired about. Since the SCE closed abruptly in the Spring of 2018, a statement was included to measure if

participants were negatively impacted by the change in available resources. Three of the statements regarded the University Sexual Misconduct Policy and were worded differently to identify the participant's knowledge of the policy, its comprehensiveness, and its adequacy as a policy. Two of the questions also asked about the participant's knowledge of the practice of mandatory reporting and the impact of mandatory reporting on their personal experience. Finally, Items 23 through 25 pertained to substance use as a barrier to reporting sexual violence or seeking resources afterward. While several of the items did not directly answer one of the four research questions, they did provide situational information.

Interview

A total of 10 open-ended questions were included in the interview guide. The first two items in the guide were unrelated to the research questions and were used to ease the participant into a conversation about their experience with sexual violence. It was important to accommodate and avoid re-traumatizing survivors who may have had limited experience disclosing details of their experience with strangers. Items 3 through 8 also include a varying number of follow-up questions to prompt the participant to share more detailed information and therefore, contributing to a more robust data set. Item 3 prompted the participant to describe their experience with sexual assault. Follow-up questions asked for identification of; when the experience(s) occurred, the survivor's relationship to the perpetrator, if the experience(s) happened on or off-campus, and if this was their only experience with sexual violence since enrolling. A secondary purpose of the follow-up questions under this item was to assess the context of the situation or environment in which the survivor experienced sexual violence, as related factors may have impacted their choices to report or seek campus resources.

To assess if survivors were using campus resources, many items included in the interview guide were tailored to elicit information on participants' reporting and service-seeking behaviors. Item 4 asked if the survivor reported their experience to anyone and follow-up questions asking to identify why or why not they reported and who they reported to. Item 5 asked if they sought out any specific services and why they chose to seek them out. Item 6 shifted the conversation to the sufficiency of the resources sought out. Follow-up questions prompted identification of what was missing or inadequate and what impact that had on the individual. This item, included with items 7 and 8, was meant to determine knowledge of campus resources and to identify details of survivor's experiences using specific campus resources. Item 7 asked about what they know about Title IX and, if they used Title IX services, to describe their experience. The next item was identical but instead pertained to the Sexual Civility and Empowerment Office. Finally, items 9 and 10 set out to answer the fourth research question. Participants were asked to identify their recommendations for increasing support for student survivors as well as what they think the university should know about properly meeting student survivors' needs.

Sample

To be eligible, subjects had to identify as a woman, be enrolled as a graduate or undergraduate student at The Ohio State University Columbus campus, and have experienced sexual violence since enrolling. Convenience sampling was primarily used, but since many individuals often share their experiences with friends, the strategy also included snowball sampling. Flyers explaining the study and providing contact information for the researchers (Appendix C) were posted in campus buildings used for academic instruction. The flyer was also shared in email newsletters dedicated to women’s initiatives and sexual assault advocacy. Students interested in participating were instructed to contact the researcher via their private cell

phone number or email, and then a time and place to meet for conducting the interview was agreed upon. A sample size of 19 was yielded during the recruitment process. The goal was to procure a sample size between 15 and 20. Several more eligible students expressed interest but ultimately, they did follow through with participation for unknown reasons. Participants were provided a $20 visa gift card for their participation. The sampling process occurred in January and February 2020.

Measurement and Instrumentation

The Qualtrics survey was administered on the private laptop of the researcher. Each interview was recorded using a handheld audio recording device and securely uploaded to Buckeye Box. A resource list (Appendix F) was constructed and given to each participant to provide information on confidential and non-confidential resources for reporting to the university and the police, advocacy services, and health and mental health services. The list included resources located on campus and in the surrounding metropolitan area to accommodate an array of living arrangements among the student population. A Contact Information Card (Appendix G) was provided with names, phone numbers, and emails for the researcher, co-researcher, and a representative in the Office of Responsible Research Practice. Each participant was also provided additional paper copies of the contact information of the researcher and co-researcher to pass on to friends or peers who may have been eligible and interested.

Study Process

The data collection process occurred in January and February 2020. Interviews were conducted in a place of the participant's choosing to ensure privacy and comfort. Locations included participant's homes, residence hall rooms, and private study rooms in libraries on campus. At the interview, the researcher introduced herself, greeted the participant, read the

Study Description Script (Appendix E), allowed the participant time to read the Consent Documentation (Appendix D), and answered any questions. Then, the survey was administered followed by the in-person interview. If a question was answered inadvertently through another, it was not asked again to avoid redundancy. Every participant was encouraged, but not required, to answer every question. The researcher did not take notes or interrupt the participant to convey active listening. Once the interview ceased, participants were then provided the $20 gift card, Resource List and Contact Information Card. After each interview was over, the audio recording was securely uploaded and manually transcribed verbatim. The transcripts were compiled into one document for the process of open themed coding. Participant's names were never collected to ensure confidentiality.

Data from the interview was analyzed via thematic analysis. Maguire and Delahunt (2017) explain that thematic analysis is "flexible" (p. 3352) and can yield "patterns or themes" (p. 3352) in qualitative data. The recorded data was open-coded, a process where preliminary codes are developed organically from the data as the coding progresses (Maguire & Delahunt, 2017). This is also known as inductive coding (Saunders *et al.*, 2017). Coding must be relevant to the content of the data and support the aims of the study (Maguire & Delahunt, 2017). The primary researcher pulled themes from the data by first identifying words and phrases that were reoccurring n the compiled data. For a theme to be found and solidified, five or more supporting words or phrases from individual participants had to be present in the data. The co-researcher then reviewed the data and provided their understanding of present themes. A theme was only solidified if it was agreed upon by the primary and co-researcher. Each step in the process of analysis was reviewed by the co-researcher to ensure validity and reliability. This mode of

analysis pulled thoughts and feelings from the data that are important to the experiences of a group of college students who survived sexual violence while enrolled in college.

In this chapter, the author discussed the study design, sampling, measurement and instrumentation, and the study process. The study's research questions were also presented.

Chapter 4: Results

In this chapter, the author will discuss the results of the study. This includes the demographics of the sample, the Qualtrics survey results, and the qualitative themes that emerged from the interview data.

Demographics

Every participant responded to all 8 items in the demographics portion of the survey. In determining racial and ethnic demographics of the survey, participants were prompted to choose one or more of the following; White, Black/African American, Hispanic/Latinx, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Other with a space to specify. Eleven (n=11) participants identified as White and the remaining identified as Black/African American (n=2), Asian (n=2), Hispanic/Latinx (n=2), and more than one race or ethnicity (n=2). In the Autumn semester of 2019, The Ohio State University Columbus campus minority enrollment was 6.4% African American, 7.2% Asian American, and 4.9% Hispanic with 3.7% identifying as two or races. In this study, women who identified as Black/African American, Asian, Hispanic/Latinx, or 2 or more races were overrepresented at 11% each. The average age was between 21 and 22, with 21 being the mean age. Most of the sample identified as heterosexual (n=13) but there was representation of bisexual and pansexual identities, as well as one person who self-identified as "questioning" her sexuality. Fifteen (n=15) participants reported currently living off-campus and four reported living on-campus. All but one student was an undergraduate, with most identifying as being in their 3rd year (n=7). The single graduate student was in the first year of her program. Participants represented a wide array of majors, but the most common were social work (n=5) and psychology (n=3).

Table 4a.

Demographics

		n	%
Age	18-19	5	26
	20-21	11	58
	22-23	2	11
	23+	1	5
Race/Ethnicity	White	11	68
	Black/African American	2	11
	Hispanic/Latinx	2	11
	Asian	2	11
	More than one race/ethnicity	2	11
Sexual orientation	Heterosexual/straight	13	68
	Bisexual	3	16
	Pansexual	2	12
	Questioning	1	5
Living situation	On-campus	4	21
	Off-campus	15	79
Academic rank	1st-year undergraduate	4	21
	2nd-year undergraduate	1	5
	3rd-year undergraduate	7	37
	4th-year undergraduate	4	21
	5th + year undergraduate	2	11
	1st-year graduate	1	5
In-state/out-of-state	In-state	14	74
	Out-of-state	4	21
	International	1	5
Major	Social work	5	26
	Psychology	3	16
	Other	8	58
Number of years enrolled	1	4	21
	2	3	16
	3	6	32
	4	3	16
	5	2	11
	6	1	5

Survey Results

In the second section of the survey, a variety of statements were listed and participants identified their level of agreement. Participants could choose "not applicable" and "neither agree nor disagree" which, combined with a small sample size and the unique characteristics of each participant's experience, contributed to a lack of definitive results. A complete list of items in the second section of the survey and corresponding results can be found in Appendix A.

Qualitative Themes

The 19 interviews provided robust qualitative data. Themes emerged throughout the interview process that served useful in responding to the inquiry in Table 1. As shown below, two themes were identified for each research question (See Table 4b). Themes 1 and 2 will be discussed for each research question in the following pages.

Table 4b.

Qualitative Themes

	Research Question	**Theme 1**	**Theme 2**
(1)	What knowledge do survivors have of campus resources?	Little to no knowledge of Title IX	Knowledge of CCS
(2)	What campus resources are survivors using?	CCS	Title IX
(3)	What are survivors' experiences like using campus resources?	Positive/Helpful Experiences with CCS	Waiting lists/wait times
(4)	What gaps do survivors perceive in campus resources and what are their recommendations?	Lack of awareness/Need for more information	Inadequate mental health services/Need for expansion of CCS

This section will now discuss Theme 1 and Theme 2 for the study's four research questions. This examination will be broken down by question.

Question (1) What knowledge do survivors have of campus resources?

In determining what knowledge of campus resources existed among the participants, it was found that certain resources were more well-known than others. As seen in Table 4b, several participants had knowledge of Counseling and Consultation Services (CCS), the on-campus therapy resource. There seems to be little to no knowledge of Title IX, however. A common statement about Title IX is that the survivor did not know anything about the entity until they reported their experience or were contacted because of a report made by someone else. Existing knowledge about Title IX pertained to topics like gender equality in sports and academia. While their assumptions about the functions of Title IX were correct, what was lacking was an understanding of its purpose in the context of assisting student survivors of sexual misconduct. As shown in Table 4c [Theme 1], students had little to no knowledge of the depth of Title IX.

Table 4c.

Theme 1: Little to no knowledge of Title IX

2	"...I didn't really understand Title IX until I went through it."
3	"I mean I know it existed and I was told about it once in the beginning of every year but I don't really know that much about it."
4	**"**…I was kind of confused about how the whole process works because nobody tells you before that you have the option to not engage...I thought I was required to meet with Title IX."
6	"…I didn't know about the Title IX resources until the day I reported it."
16	"So, before reporting to my RA, I pretty much only thought it had to do with sports. I didn't really think it had anything to do with outside of sports… that was pretty much all I

	was told about Title IX...I didn't really realize it was a resource for me or anything or how."
18	"…I didn't know anything about Title IX."

Based on the previously stated comments related to Title IX, it is clear that students knew very little about Title IX until their sexual violence experiences. This suggests that the university must do better marketing around the breadth of experiences and activities that Title IX covers. Students must have an understanding beyond sports and academics when it comes to Title IX.

Related to Theme 2, many participants had knowledge of Counseling and Consultation Services (CCS). Most participants (n=11) had either learned about them or even interacted with them. Some identified the mental health resource as a service they used for concerns unrelated to their experience with sexual violence. When discussing CCS, participants were often able to describe the intake process and explain how the service works once an appointment is secured. While other resources could have been identified by respondents in the survey, CCS was identified as an often-utilized resource that may have implications in facilitating survivors' healing.

Table 4d.

Theme 2: Knowledge of Counseling and Consultation Services (CCS)

1	"…I had seen the woman in CCS my freshman year for other reasons."
7	Researcher: "Are you seeing a therapist at CCS?" Participant: "Yes."
11	"I really only knew about CCS…"
13	"…I go to a counselor normally at CCS…"

As seen in the respondents' remarks, several of the respondents already had contact with CCS mental health professionals prior to their victimization or already knew of CCS prior to this study. This appears to be an invaluable campus resource at the university.

Question (2) What campus resources are survivors using?

The clear majority of survivors sought out some type of campus resource after their experience with sexual violence. Only four participants explicitly stated that they did not seek out any campus resources. Their experiences with sexual violence were varied and the services they sought out were as well. The most commonly identified resources used were 1) CCS, and 2) Title IX. All participants who sought out CCS did so willingly. Mental health services were the most commonly utilized resource. It is important to note that some participants chose to use mental health services that were unaffiliated with the university. See tables 4e and 4f for quotes related to themes 1 and 2 for this question.

Table 4e.

Theme 1: Counseling and Consultation Services (CCS)

4	**"**So, then I tried to set up an appointment with CCS…and I got in for an emergency appointment, so they call it."
8	**"**I tried to go to the counseling center. I went for an individual consultation."
9	"So, I used Ohio State's counseling service to reach out and get therapy."
13	"I just got an emergency appointment and just worked through it then and then also just throughout my counseling schedule."
19	Participant: "I've been going to counseling and doing that. That's been the only thing...the only group that I really sought out." Researcher: "Okay, and are you talking about the on-campus counseling services?

	Participant: “Yes.”

As seen in Table 4e, most respondents resorted to Counseling and Consultation Services (CCS) for mental health services. This seemed to be the most known about and utilized resource by participants. Although Title IX was not well known by respondents in this study as shown in research question #1, it was most known about after CCS, however, but through a different medium as shown in theme 2.

As shown in theme 2, a small number (n=3) of those who went through with seeking out Title IX did not initiate the process themselves, but instead a report was made by someone else on the victim’s behalf. Some participants used Title IX solely to make a report but chose not to go forward with a disciplinary hearing. Others chose to move forward with the process.

Table 4f.

Theme 2: Title IX

2	“Title IX just got roped in because of the nature of the situation...I at least wanted to make a report and have all the formalities done in case I wanted to pursue anything later…which I did. I ended up pursuing something.”
4	“…my ex-boyfriend reported it to his hall director and then this chain of events started happening with Title IX and Student Conduct.”
6	“...But I reported to just the Title IX, the Institutional Equity office, and then I received an email.”
12	“…I have been in contact with the Title IX office to set up an appointment to see what the process looks like.”

As shown in theme 2 [research question 2], involvement with the Title IX office differed in context than CCS. Other campus resources mentioned by respondents include the Student Health services, Student Advocacy, Student Wellness Center, Disability services, Student Conduct, Sexual Civility and Empowerment Office, OSU Police Department, and Harding Hospital trauma therapy.

Question (3) What are survivors' experiences like using campus resources?

Participants had varying experiences using campus resources. Two themes became clear throughout the coding process. First, many participants (n=5) stated they had a positive or helpful experience using on-campus mental health services through CCS. When asked what it was like to use CCS, they often mentioned their therapist or counselor had helped them deal with their experiences as shown in theme 1. Some of the participants had been previously using services at CCS and chose it as an outlet to deal with their sexual violence experience. Others sought out CCS or services from the Title IX office for the first time in response to their experiences. In these instances, wait, waiting, and waitlist emerged as theme 2.

Table 4g.

Theme 1: Positive/Helpful experiences with Counseling and Consultation Services (CCS)

9	**"**Yeah, I'm glad that I [have] external services now. I think it's a good crossover service…so, helping while you're trying to find long term services."
11	"I only saw her three times and I thought I was good…she was definitely very helpful and she gave me tips that I still use. "
13	"I really liked my counselor."
17	"…I got in pretty easily. I didn't have to get put on a waitlist or anything some of my friends have…I love my therapist."

19	"It's been really helpful. at least helpful in the sense of helping me process what happened."

As shown in theme 1, students felt appreciation for the services provided by their mental health counselors. New patients, however, indicated in theme 2 that they had to wait to receive services from CCS and the Title IX office.

The second theme referred to waiting. Using this word as a code, it was found that some participants were made to wait in a variety of contexts. Most stated they were put on a waitlist to receive services. Others were made to wait long hours during their university hearings on their case or to receive the verdict in their case. The periods of waiting were identified as upsetting or frustrating occurrences to them, as they did not know when, if at all, they would be contacted again or be able to receive services.

Table 4h.

Theme 2: Waiting lists/Wait times for campus resources

2	"[CCS] knew about the nature of why I was suicidal and everything... I was told…' you're an emergency situation for sure, but we can't get you in for another three months.'"
4	"I think that [CCS] could only meet with me every three weeks or something which totally wouldn't have been enough during that time."
8	**"**I tried to join a group counseling [CCS] they have I guess for survivors and I was just put on a waitlist and never called back or anything about it, so."
2	"…so, we did the [Title IX] hearing…they're supposed to let you know 2 weeks later after what their decision is…they didn't let me know for a month."

6	"…the respondent was permitted to call witnesses during the [Title IX] hearing to appear…the hearing started at 9 and a witness got there at 2:30 and…I was told I just had to wait for six hours in this small room for a witness to get there."

As shown in the last two themes, experiences varied when students sought out services for counseling and Title IX services. Wait lists and delayed responses to services are services areas that should be addressed by the university.

Question (4) What gaps do survivors perceive in campus resources and what are their recommendations?

Data on perceived gaps in available campus resources and recommendations for improvement were extensive. Participant's suggestions were indicative of a strong need for more access to information to increase awareness of available resources [theme 1]. They emphasized the need for details on how to access and use the services, especially for first-year students, since they may be at higher risk of experiencing sexual violence. Participants had both general and specific concerns about available information on resources and the expansion of on-campus mental health services [theme 2].

Table 4i.

Theme 1: Lack of awareness/Need for more information

1	"I do see that there are other resources out there and I just didn't know about them... Making it really clear what all the resources are…"
9	"I didn't really know about a lot of the services available and maybe if I had known, it would've been easier for me to come forward and talk about it."

11	"I mean I guess making it more aware of what is out there...They don't necessarily need to broadcast those services for sexual assault victims when you come here as a freshman but they can definitely make you more aware of it."
12	"I feel like if it had more details or if we were just in general were more exposed on a daily basis to the different resources, survivors would feel a lot more welcome on campus."
17	"…I feel like they should have more signs. You feel me? In the women's bathroom or the men's bathrooms…it happens to them too…but signs with 'Have you been…assaulted? Contact this number…These are the services that could help you. Reach out. You're not alone.'…"

As shown in theme 1, students strongly advocated for increased awareness of available services to facilitate increased reporting of sexual violence. The second theme pertained to a need for expanded on-campus therapy and counseling resources. Students made it clear that the current capacity of CCS was not enough to meet the needs of all students, not just survivors. They stated this in a variety of ways that involve more funding, more therapists/counselors, and more practitioners experienced in working with violence and trauma survivors. In Table 4j, the quotes illustrate how the university can do better to support the mental health of student survivors.

Table 4j.

Theme 2: Inadequate mental health services/Need for expansion

2	"…all universities need mental health resources that are adequate and able to support their students…it's supposed to be a resource…to support you and they're not supporting anybody…there needs to be more funding there."
3	**"**So, I think just having the services available, make sure that it's clear that a different kind of therapist specializes in assault survivors versus people with severe anxiety...but I know a lot of people don't have that option so I think making sure therapists who specialize in this are available and people know it's available."
5	"I didn't even debate going to because they have…forty therapists or forty social workers for the entire student body. That's just not enough, it's ridiculous. There should be an entire building where they're allocating and helping students out."
13	**"**...they need to expand CCS. It's tiny and it can't accommodate everyone here…"

Students appear to value and want easier and quicker access to counseling at The Ohio State University. Given Ohio State's size, the students argue that 40 mental health practitioners are inadequate. This demand seems reasonable given the number of students at the university, diverse needs of the student body, prevalence of sexual violence on college campuses, and diverse emotional and mental health issues of college students.

Contextual information

Other important pieces of contextual information were found that provide insight into the specific experiences of those existing at the intersection of womanhood, survivorship, and status as a college student. Common threads ran through most, if not all, of the narratives that illustrate

the situations under which sexual violence is occurring on and around college campuses. Alcohol use during the experience with sexual violence was a common occurrence. Survivors reported being in settings where alcohol was being consumed. Several participants stated that personal alcohol use prohibited them from being able to consent during the experience. Others reported not consuming alcohol but identified signs of intoxication in their perpetrators. In one situation, alcohol was reported as being deliberately used by the perpetrator as a means of incapacitating the participant. Although there were differences in who was consuming alcohol, the commonality in all contexts was that alcohol use was identified as facilitating sexual encounters that lacked consent from one or more parties.

Table 4k.

Alcohol use

1	"…we were all hanging out and we were all drinking heavily…"
5	**"**I felt like it was my fault because I was really drunk. And I didn't remember it."
11	"I had maybe two drinks and I don't remember leaving my dorm. So, one of the guys I guess slipped something in my drink in my own dorm room."
13	"…we both had been drinking…I did consensually come here and it just felt very muddied to me even though I know obviously...it was just clearly wrong."

The discussion of alcohol in this context does not excuse sexual violence or blame the victim. It is intended to convey the importance of addressing underage drinking and excessive drinking among college students. Alcohol is a depressant with initial stimulant effects. Both properties can play an increased role around decisions and behaviors while under the influence of it.

Sexual violence is a phenomenon that occurs in a variety of institutions and among diverse groups, but Greek organizations may play an important role in the issue of sexual violence at college campuses. The context of its reference in the data varied with the common thread being that sexual violence is related to the environment created by Greek life. Not all references to Greek life were directly related to the participant's own experiences. Some mentioned being part of a sorority during their experience with sexual violence. Some were at or on their way to a fraternity party when the event occurred. Others referred to friends who had joined a sorority or fraternity and witnessed or experienced the proliferation of sexual violence in the organizational culture. A participant also identified her perpetrator's fraternity and their likelihood to retaliate against her for reporting as a reason why she chose not to report.

Table 4l.

Greek life

1	"…a lot of people get assaulted in Greek life."
5	"…we were going to a fraternity party…"
11	"I'm a sorority woman too so I feel like that's even more that world is just more heightened with possible danger."
12	"I know in one organization, the president had to step down because of a sexual assault...that's all we know... I feel like everything is treated very close behind doors."
13	"I am in a sorority and he was in a fraternity then there was that fear of just having the fraternity retaliate against ...against me and it just seemed like too much effort for the outcome."

These remarks by participants suggest a culture around suppressing reports of victimization and possible consequences when it is done. The Office of Student Life may want to further investigate these allegations on Ohio State's campus.

A common concept referenced throughout the data was confidentiality. Several participants mentioned not wanting to disclose their experience for fear of a breach of confidentiality. Some specifically mentioned mandated reporting and identified it as a barrier to disclosing. Certain participants made statements referring to the low levels of reporting and disclosing among the college population, while others talked about confidentiality concerning their personal experiences. Alcohol use, Greek life affiliation, and confidentiality are by no means the only contextual factors of sexual violence, but they do show common patterns among occurrences that may be important to study in future research.

Table 4m.

Confidentiality

4	"…I felt like the entire time I didn't have control over my own story. And it was other people telling my story for me and assuming things about my story that weren't true so I think it's like...letting people maintain confidentially and maintain control over their own story."
12	"…maybe if I had known more about how...what it would be to talk to someone that's a mandated reporter...I would've done it faster 'cause I was really scared that as soon as I told anyone that was in some sort of position of power, I was gonna have to file a police report."

13	"…I wanted to get help and I wanted to get resources but because my only avenue that I really knew of that wasn't a mandatory reporter was going to a counselor."
17	"...I feel like you...I don't know because...the fact that reports of you know sexual assault is not really reported anyways, it's kinda like how are they supposed to meet, you know, those needs."

Sexual violence is a highly personal and traumatic experience for a victim. Choosing to report it, varies from person to person. Along with all the other reasons why and how students report or do not report it, owning one's "story" in the context of confidentiality appears to be important. This study highlighted a university's resources and awareness of these resources by survivors of sexual violence. As shown in the data, bringing incidents of sexual violence to the attention to mental health counselors and Title IX office employees is not a simple process. It is complex and has many layers that will be discussed in the next chapter.

In this chapter, the author discussed the results of the study. This included the demographics of the sample, the Qualtrics survey results, and a number of themes that emerged from the data that centered on Counseling Consultation Services, Title IX, wait lists, awareness of available services, expansion of services, alcohol use, Greek life, and confidentiality**.**

Chapter 5: Discussion

In this chapter, the author will a summary of the study and implications for higher education institutions. She will also discuss limitations of the study and ways to improve upon it in future studies.

Summary

The open themed coding process used in this study led to the development of critical themes relating to each research question. First, it was found that survivors have little to no knowledge about Title IX. Their knowledge often originated from ideas of gender equality in sports and academics. Many of the participants were unaware of the purpose of Title IX concerning investigating and adjudicating university cases of sexual violence and did not understand how the services operated until they were already involved in the process. This prompts questions about where and in what ways, are students being provided information about university procedures and Title IX. This theme is consistent with findings from Sabina and Ho (2014) who found that there is a general lack of "knowledge about campus services among students" (p. 218). It also is consistent with findings from Mcmahon and Stepleton (2018) who state that students have "limited overall awareness" (p. 113) of what services are available to them.

Second, many participants reported general knowledge about Counseling Consultation Services (CCS), the on-campus mental health agency. Some had used the service before their experience with sexual violence and others had not but knew how to access it and used it following their experience with sexual violence. It seemed that ample information was available about the resource, probably because of its utility as a resource for all students. Eisenberg *et al.* (2016) found that female undergraduate sexual assault survivors had better mental health if they

attended a university with more available resources related to sexual assault. Considering the intersection of sexual victimization and detriments to mental health, knowledge of mental health services may be important for survivors' recovery.

Participants identified CCS and Title IX most often as resources they used in response to their experience with sexual violence. It was surprising that only four participants did not seek out or use resources of any kind considering existing research reports the rate of service utilization among college sexual assault survivors to be much lower (Krivoshey *et al.*, 2013; Zinzow & Thompson, 2011; Orchowski *et al.*, 2009). The variety of resources used supports the idea that survivors may need access to an array of services to accommodate diverse needs (Nasta et al, 2005). The use of CCS is indicative of the type of assistance desired by the sample. CCS provides confidential counseling services. The act of disclosing to or seeking assistance from a counselor or therapist may mean that survivors would rather seek services that maintain confidentiality.

Title IX was used less often than CCS, but still warranted the creation of a theme. Title IX was used for a variety of reasons. Often, Title IX was used after a referral was made from another university-affiliated entity, such as Disability Services or Student Health Services, or a Resident Advisor. Title IX's role as a resource utilized by sexual violence survivors is complex. Since many of the participants were not aware of how the service operates until after beginning the process, this may have had impacts on how the resource was perceived by the participants. The student's level of knowledge of the resource before their experience with sexual violence may have impacted their decision to use it as well. Additional research must be conducted to understand the sociocultural factors that impact service-seeking and service-utilization behaviors.

Experiences using campus resources were varied based on the resource and the participant. Most commonly, CCS facilitated positive and helpful experiences. Their experiences with CCS facilitated processing their sexual violence victimization. Another identified theme was the presence of waiting. Some participants were put on waitlists to receive services and others were made to wait extended periods to receive information from different campus resources. This idea of waiting is of concern because many participants expressed negative consequences of waiting, such as feeling that their immediate needs are not being met or the fear that their perpetrator would graduate and leave before the university delivered their decision on a disciplinary hearing.

Gaps and recommendations identified by the sample align with prior studies that used self-reported qualitative data. Participants identified a lack of awareness of available resources and the need for more information. Zinzow and Thompson (2011) recommended increased awareness of available resources as a way to improve rates of reporting and service-seeking. Sabina and Ho (2014) found that survivors' recommendations depended on the needs of the student body but increased access to information was a common need. Finally, McMahon and Stepleton (2018) emphasized exposure to information as a major factor in awareness of available campus resources and comfortability seeking them out among undergraduate women.

The final theme was a lack of adequate on-campus mental health services and the need for expansion of CCS to accommodate the number of students seeking services. Participants were frustrated by the number of available counselors and therapists, the wait time in between appointments, waiting lists to receive services, and the act of referring students to off-campus mental health services. The latter may be a barrier to some students who do not have a car or have money to spend on public transportation to access the services out in the community. This

finding is significant because it identifies a direct concern with institutional decision making that is directly impacting the wellbeing of all students, not just survivors. It illustrated that, in certain ways, the university may not be providing timely services to the best of their ability.

Implications

Although the study is not generalizable due to a small sample size, it can be replicated at other institutions to study the knowledge and utilization of campus resources among different populations of survivors of sexual violence. There are several implications for future research and for improving practice related to survivor support at colleges and universities. The identified themes created points of discussion that could be enhanced through further study. Specifically, the lack of knowledge about Title IX and its purpose was an unexpected theme. With Title IX being an integral part of advocacy for victims of interpersonal violence and justice for perpetrators, it seems vital that students be made aware of how it operates and what protections it provides. Universities are obligated to not only follow Title IX regulations but also to make its services accessible and to increase awareness of them among their student body.

Another theme that warrants further study is the utilization of on-campus mental health services. Survivors are using therapy for several reasons, but the sample in this study identified it as a specific resource used in response to sexual victimization. If it is an important resource for survivors, attention should be given to studying accessibility and adequacy of on-campus mental health services for survivors and how that impacts their personal experiences. The utilization of CCS was high and survivors identified a greater need among the student body than is currently being accommodated. The role of mental health services in survivors' healing may be important and require further study. The university should consider allocating time, funding, and effort, to

increase the availability of mental health services, whether they are general for any student or specialized to meet the needs of sexual trauma survivors.

The lack of awareness of available campus resources was a significant concern among survivors. For both research and practice purposes, this theme is important. Future research could study levels of awareness about campus resources among a larger sample of the student body. Prior research backs up the notion that increased awareness of resources is beneficial for students. The effectiveness of applied interventions to increase awareness of resources may be a point of study as well. For example, some of the recruitment flyers were hung inside stalls in women's bathrooms. A few of the survivors mentioned the privacy of the bathroom stall as a reason why they felt comfortable with tearing off a tab from the flyer and subsequently contacting the researcher or her advisor about participating in the study. (See table 5 a.) Colleges and universities may gauge its effectiveness as an intervention to increase awareness of available resources. They may choose to apply and study a different supported intervention such as social media campaigns or informational events.

Table 5a.

Flyers in bathroom stalls

10	"…opportunities for people to see those services on the back of the stalls are really nice."
16	"…posting it in women's restrooms…things like that where someone can discreetly get the information and not feel uncomfortable taking a picture of it, or looking at it…"

The contextual information found supports the need for other areas of study, such as substance use, mandated reporting, and shame and stigma as barriers to reporting and service-seeking. A few respondents reported not feeling supported, which was a deep feeling of

frustration among these participants. One woman said she felt “incredibly unsupported” by the university and a couple of others said they were frustrated by the university’s inaction in prior allegations of sexual violence against faculty and students. Two participants said the university can support survivors better by not covering up cases of sexual violence. Whatever the origin of the frustration, it translated into self-identified ways in which the university can investigate and improve the adequacy of support services for student survivors. There are several decisions a survivor must make when dealing with a sexual victimization. They must choose to report or disclose their experience and who to disclose to as well as what services they want to seek out. Identifying the factors that lead survivors to make such decisions is vital to understanding how survivors can be better supported by their institutions.

Overall, students deserve more access to and information about the resources they desire, and higher education institutions have a responsibility to fill that need for their students. At The Ohio State University, there are ample opportunities for improvement to how survivors are being supported. First, the university must listen and learn from the lived experiences of their student survivors so that they may have a say in improving the quality of not only their time here, but that of the greater campus climate. University action is but one step in ending the perpetuation and acceptance of sexual violence as the norm.

Limitations

There were many limitations in this study that must be noted. There was no cause and effect relationship found in the study because it was exploratory. For that reason, results and conclusions are based solely on primary data collected from a small sample size. Data collected in a cross-sectional qualitative study that uses a small sample is not generalizable among the entire population. In this study, while incredible insight was gained into the experiences of a

group of women enrolled at The Ohio State University, it cannot be definitively concluded that their thoughts, experiences, and suggestions are representative of most sexual violence survivors at the university or survivors at other higher education institutions. A larger sample size would not only provide more data, but it would also improve the generalizability of the study by increasing its reliability. To handle a larger sample size, a larger research team would be required to administer interviews, transcribe interviews, and to decode themes from the data.

The information presented is that of undergraduate, and one graduate, students who self-identified as survivors of sexual violence. Although some potential participants asked about the definition of sexual violence being used in the study, no one was disqualified from participating if they believed their experience fell under an inclusive definition of unwanted sexual interactions. If participants had been asked to identify the specific classification of their victimization, for example, completed rape versus attempted sexual assault, more insight may have been provided on the correlation between classification and knowledge of resources, resource-seeking behaviors, and experiences using resources.

In a potential replication of this study, the researcher may choose to restructure Part II of the Qualtrics Survey. Its purpose was to assist in answering the research questions by solidifying the themes from the interview data. Most of the statements did not directly answer the research questions. Paired with the small sample size, no definite conclusions could be made. The answer option of "not applicable" played a part in skewing the data. Many participants chose this option because they did not use the resource the item was referring or they did not identify it as being related to their experiences. Nevertheless, the choice "not applicable" is a valid option and should have been included to accommodate survivors who did not use or have knowledge of specific services.

Future research that uses a qualitative interview approach to study service-seeking behaviors would gather more data by asking behavior-specific questions. This may more clearly identify the thoughts and motivations behind actions being studied. The qualitative interview process may have yielded more usable data if additional follow-up questions had been asked. The following questions were identified as possible additions to follow-up questions for the interview guide; “Why?”, “Can you explain what you mean by that?”, and “How does that make you feel?”. Their purpose would be to probe the participant to offer up more words and phrases that may prove to be helpful in the themed coding process. Additionally, only certain resources were asked about in the Qualtrics Survey and the Interview Guide. For example, Title IX and the SCE were referred to in the interview guide, but Counseling Consultation Studies (CCS), Student Conduct, University Police, Student Health services, Student Advocacy, and the Student Wellness Center, were left out. In future studies, to improve uniformity and increase the quantity of available data, the same questions should be asked about all identifiable, available, on-campus resources.

In this chapter, the author presented a summary of the study and discussed implications for higher education institutions. She also discussed limitations of the study and ways to improve upon it in future studies.

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Appendix A. Qualtrics Survey Part II: Knowledge, Opinions, and Experiences

Link to online survey: https://osu.az1.qualtrics.com/jfe/form/SV_1WUtKJytkjK5Fm5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
(1) I had knowledge of the university's sexual misconduct policy at the time of my experience with sexual violence.	n=4	n=5	n=3	n=6	n=1	n=0
(2) The university's current sexual misconduct policy is adequate.	n=1	n=2	n=8	n=8	n=0	n=0
(3) The university's current sexual misconduct policy is comprehensive.	n=1	n=5	n=8	n=4	n=1	n=0
(4) I had knowledge of the practice of mandatory reporting at the time of my experience with sexual violence.	n=5	n=4	n=3	n=5	n=2	n=0
(5) The practice of mandatory reporting negatively impacted me as a survivor of sexual violence.	n=3	n=5	n=4	n=1	n=3	n=3
(6) I had knowledge of the Title IX office, its purpose, and the services it provides at the time of my experience with sexual violence.	n=4	n=7	n=1	n=3	n=4	n=0
(7) I felt comfortable utilizing the Title IX office after my experience with sexual violence.	n=5	n=6	n=5	n=1	n=1	n=1
(8) The services the Title IX office	n=1	n=2	n=4	n=3	n=2	n=7

provided were sufficient.						
(9) My experience utilizing the Title IX office was positive.	n=2	n=0	n=5	n=3	n=1	n=8
(10) I had knowledge of the Sexual Civility and Empowerment (SCE) office, its purpose, and the services it provided at the time of my experience with sexual violence.	n=6	n=9	n=0	n=2	n=1	n=1
(11) I felt comfortable utilizing the Sexual Civility and Empowerment (SCE) office after my experience with sexual violence.	n=2	n=2	n=3	n=2	n=0	n=10
(12) The services provided by the Sexual Civility and Empowerment (SCE) office were sufficient.	n=2	n=0	n=6	n=0	n=0	n=11
(13) My experience utilizing the Sexual Civility and Empowerment (SCE) office was positive.	n=1	n=1	n=6	n=0	n=0	n=11
(14) The closing of the Sexual Civility and Empowerment (SCE) office negatively impacted me as a survivor of sexual violence.	n=0	n=1	n=5	n=1	n=2	n=10
(15) I had knowledge of how to report sexual violence to the university police at the time of my experience with sexual violence.	n=4	n=7	n=0	n=7	n=1	n=0
(16) I felt comfortable reporting my	n=9	n=5	n=0	n=1	n=0	n=6

experience with sexual violence to the university police.						
(17) My experience reporting to the university police was positive.	n=0	n=0	n=6	n=0	n=0	n=13
(18) I had knowledge of how to report to Student Conduct at the time of my experience with sexual violence.	n=5	n=8	n=0	n=5	n=0	n=1
(19) I felt comfortable reporting my experience with sexual violence to Student Conduct.	n=7	n=2	n=1	n=1	n=0	n=7
(20) My experience reporting to Student Conduct was positive	n=0	n=0	n=5	n=2	n=0	n=6
(21) I felt supported by the university at the time of my experience with sexual violence.	n=5	n=4	n=4	n=3	n=1	n=2
(22) I currently feel supported by the university as a survivor of sexual violence.	n=5	n=4	n=4	n=4	n=1	n=1
(23) The university is doing enough to combat sexual violence on the campus.	n=6	n=9	n=3	n=1	n=0	n=0
(24) The use of alcohol and/or drugs during my experience with sexual violence discouraged me from seeking services.	n=4	n=4	n=2	n=3	n=4	n=2
(25) The use of alcohol and/or drugs during my experience with sexual violence discouraged me from reporting it.	n=4	n=3	n=2	n=3	n=4	n=3

Appendix B. Interview Guide

- How is it to be a woman/female student at this university? (What is the climate?)
- What are your thoughts about the #Metoo movement on and off-campus?
- Tell me a bit about your experience with sexual violence
    - Who?
    - How familiar was the person to you?
    - When did it occur?
    - Where did it occur?
    - Is this your only experience of sexual violence?
- Did you report?
    - If so, why did you?
    - If not, why didn't you?
    - If so, who did you report to?
- What services did you seek out if any?
    - What kind?
    - Why did you seek out those specific services? (and not others?)
- Were they sufficient?
    - What was missing or inadequate?
    - If they were insufficient, how did that impact your experiences as a survivor?
- What do you know about Title IX and its role on campus?
    - If you accessed their services, what were your experiences like?
- What did you know about the Sexual Civility and Empowerment office and their services?

    - If you accessed their services, what were your experiences like?
- Is there anything the university should know about properly meeting the needs of student survivors?
- What are your recommendations for the university in terms of increasing support for student survivors?

Appendix C. Study Flyer

Appendix D. Consent Documentation

Study Title: Thoughts, Experiences, and Suggestions about Campus Supports of College Women Survivors of Sexual Violence

Protocol Number: 2019B0529

Researcher: Jacquelyn Meshelemiah & Nekyla Hawkins

Sponsor: The College of Social Work

Your participation is voluntary. Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate.
This is a consent form for research participation. It contains important information about this study and what to expect if you decide to participate.

Purpose:
The purpose of this study is to understand the knowledge, thoughts, and experiences of women at our university who are survivors of sexual violence. The study seeks to identify existing resources utilized by survivors of sexual violence, characterize their experiences using said resources, understand what gaps they perceive in available resources, and to identify improvement opportunities to proposed and existing resources. You will be asked to answer questions about your experiences with sexual violence and utilizing resources afterward so that the researcher may better understand if, why, and in what ways you perceive the university as a source of support and guidance.

Procedures/Tasks:
The study will consist of two parts, a survey and an interview. First, you will take a Qualtrics survey following this consent documentation. The survey will be used to gather demographic info and classify your experiences, or lack thereof, with university policies, procedures, and resources as well as your thoughts and opinions on the quality of these components.
After completion of the survey, you will complete a guided interview. Participation in the interview will include your verbal responses to a series of open-ended questions. This interview will be audio-recorded.

Duration:
The study will take approximately 1 hour to complete, with 10-15 minutes for completion of the survey, and 45-50 minutes for the completion of the interview.

You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risks and Benefits:
There is a risk of re-traumatization, as we will be discussing your experiences with sexual

violence. Some of the questions asked or topics discussed may be hard to discuss. You will be provided with a hardcopy list of available resources for support, both on and off-campus. Your participation will benefit stakeholders who work at or attend Institutes of Higher Learning who seek to effect changes that improve support services for survivors.

Confidentiality:
All data collected in the study will be stored in compliance with the University Research and Institutional Data Policies. We will work to make sure that no one sees your online responses without approval. But, because we are using the Internet, there is a chance that someone could access your online responses without permission. In some cases, this information could be used to identify you.

There may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

In compliance with the University Sexual Misconduct Policy, no disclosure of sexual assault will be reported to Title IX in The Office of Institutional Equity, as your disclosure is occurring during your participation as a subject in an Institutional Review Board (IRB)-approved human subjects research protocol.

Future Research:
Your de-identified information will not be used or shared for future research.

Incentives:
For your participation, you will be provided with a Visa gift card valued at $20. You will receive this incentive regardless of your degree of participation in the study. By law, payments to participants are considered taxable income.

Participant Rights:
You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.
If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By agreeing to participate, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The Ohio State University reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of

participants in research.

Contacts and Questions:
For questions, concerns, or complaints about the study, or if you feel you have been harmed as a result of study participation, you may contact Dr. Jacquelyn Meshelemiah. Contact information will be provided to you on the Contact Information Card at the end of your participation.

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the Office of Responsible Research Practices at 1-800-678-6251 or hsconcerns@osu.edu.

Providing consent:
I have read (or someone has read to me) this page and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study. I am not giving up any legal rights by agreeing to participate.

Appendix E. Study Descript Script

Now that you have given consent to participate, we will begin with the study. The goal of this study is to better understand if adequate resources exist to support students who are survivors of sexual violence. The study will aim to understand existing resources utilized by survivors of sexual violence; to characterize their experiences using said resources; to understand what gaps they perceive in available resources; to identify improvement opportunities to proposed and existing resources. All information will be derived from your perspective, the survivor, and the participant. You have the right to share as little or as much information you feel comfortable sharing, so, therefore, you do not have to answer any question you wish not to answer. I understand how traumatizing it may be to revisit the details and memories of an experience with violence. For this reason, you have the right to stop participation at any time during the study and you will still receive your gift card, as stated in the consent documentation.

The study will consist of two parts, a survey and an interview. First, you will complete the Qualtrics survey on the computer. It should take approximately 10 minutes to complete but you will be allowed as much time as you need. The survey will be used to gather demographic info and classify your experiences, or lack thereof, with university policies, procedures, and resources as well as your thoughts and opinions on the quality of these components. The survey consists of two parts.

The first part, Demographic Information, consists of eight questions. Three of the questions allow for an answer to be typed, four require you to choose one answer, and one allows you to choose all answers that apply to you. Please choose the answer or type in an answer that best describes you.

The second part, Knowledge, Opinions, and Experiences, consists of 25 items. The items are statements about campus policies, procedures, and resources. You may choose one answer out of six. Please choose the number that corresponds most closely with how much you agree or disagree with the statement. (1) means you strongly disagree, (2) means you disagree, (3) means you neither agree nor disagree, (4) means you agree, (5) means you strongly agree, and (6) means this statement is not applicable to you and your experiences. For example, If the state is “I like being an Ohio State student”, I would choose (5), strongly agree. An individual may choose (6) because they are not an OSU student, so the statement is not applicable to their experience.

After you complete the survey, we will begin the interview. This will take approximately 50 minutes. I will ask you a series of open-ended questions. I appreciate your cooperation in discussing these difficult topics. Do you have any questions? If not, are you ready to begin?

Appendix F. Resource List

On-Campus

- Title IX
  - Office of University Compliance & Integrity
  - 21 E. 11th Ave., Columbus, OH 43210
  - titleix@osu.edu
  - Kellie Brennan, Coordinator
    - (614) 247-5838
  - Molly Peirano, Assistant Compliance Director
    - (614) 247-4113
- Student Advocacy Center
  - (614) 292-2111
  - http://advocacy.osu.edu/
  - Academic, housing, transportation, and financial assistance for students who experience sexual violence, dating violence, domestic violence, stalking, and other types of trauma.
- SARNCO Campus Advocates (confidential)
  - (614) 688-2518
  - Emily.SARNCO@ohiohealth.com
  - Suzie.SARNCO@ohiohealth.com
  - 33 W. 11th Avenue, Room 202
  - Confidential emotional support, safety planning, crisis response, and resource referrals
- Counseling and Consultation Services (CCS) (confidential)
  - (614) 292-5766
  - http://www.ccs.osu.edu/
  - Individual and group counseling and therapy for OSU students
- Student Health Services (confidential)
  - (614) 292-4321
  - http://shc.osu.edu/
- Student Legal Services (confidential)
  - (614) 247-5853
  - http://studentlegal.osu.edu
- Student Conduct
  - (614) 292-0748
  - studentconduct@osu.edu
- University Police Department
  - Blankenship Hall
    901 Woody Hayes Drive, Columbus OH 43210

- (614) 292-2121 (non-emergency)

Off-Campus

- Stalking Resource Center
  - 1-800-FYI-CALL (M-F 8:30 AM - 8:30 PM EST)
  - gethelp@ncvc.org
- Suicide Prevention Services 24-Hour Hotline
  - (614) 221-5445
- SARNCO 24-hour Rape Helpline and 24-Hour Emergency Room Advocacy
  - (614) 267-7020
  - Emotional support, crisis intervention, and community referral information to survivors of sexual violence in local hospital emergency departments
  - Sexual violence prevention program, long-term advocacy and recovery resources
- CHOICES for Victims of Domestic Violence
  - (614) 224-4663
  - Hotline staffed by individuals with expertise on relationship abuse
  - emergency shelter for survivors
- Rape, Abuse, & Incest National Network (RAINN)
  - (800) 656-4673
  - http://www.rainn.org/
  - National hotline that connects callers to their nearest rape crisis line
- Mt. Carmel Crime & Trauma Assistance Program
  - (614) 234-5900
  - http://www.mountcarmelhealth.com/crime-trauma-assistance
- Buckeye Region Anti-Violence Organization (BRAVO)
  - (866) 86-BRAVO or (614) 294-7867
  - http://bravo-ohio.org/
  - Provides survivor advocacy and assistance regarding hate crimes, discrimination, domestic violence, and sexual assault
- Franklin County Prosecutor's Office Victim/Witness Assistance Unit
  - (614) 462-3555
  - https://prosecutor.franklincountyohio.gov/criminal-division/victim-witness-unit
  - Assists and provides information regarding the practices and procedures of the criminal justice system to victims and/or witnesses
- Columbus Police Department Sexual Abuse Squad
  - (614) 645-4701
  - Takes reports and investigates sexual assault cases which occur off-campus in the city of Columbus

Appendix G. Contact Information Card

Nekyla Hawkins
Undergraduate Student, *College of Social Work*
The Ohio State University
Columbus, OH 43210
USA
Phone: *1-513-600-4459*
Email: *hawkins.612@buckeyemail.osu.edu*

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The faculty supervisor for this research project is:

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The Ohio State University
Columbus, OH 43210
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Fax: *1-614-292-6940*
Email*: Meshelemiah.1@osu.edu*

You may contact Dr. Jacquelyn Meshelemiah with questions or if you feel you have been harmed as a result of your participation.

For questions about your rights as someone taking part in this study, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-614-688-4792 or 1-800-678-6251. You may call this number to discuss concerns or complaints about the study with someone who is not part of the research team.